

DOCUMENT RESUME

ED 159 911

FL 009 760

AUTHOR Bex, Tony, Ed.; And Others
TITLE ESPMENA Bulletin (English for Special Purposes in the Middle East and North Africa), No. 10, Spring 1978.
INSTITUTION University of Khartoum, Sudan. English Language Servicing Unit.
PUB DATE 78
NOTE 38p.
AVAILABLE FROM Karl Drobnic, Director, EST Clearinghouse, International Education, Oregon State University, Corvallis, Oregon 97331 (\$1.00)

EDRS PRICE MF-\$0.83 HC-\$2.06 Plus Postage.
DESCRIPTORS Bilingual Education; Book Reviews; *English (Second Language); *English for Special Purposes; Higher Education; *Language Instruction; Language Programs; Language Research; Language Skills; *Learning Activities; *Lesson Plans; Nominals; Reading Skills; Sciences; Scientific Literacy; Second Language Learning; Second Languages; *Teaching Methods; Technology; Verbs; Vocatulary Skills; Word Frequency; Writing Skills

IDENTIFIERS Africa (North); Middle East

ABSTRACT

This bulletin contains articles of interest to persons and institutions engaged in teaching English for special purposes (ESP) and allied activities. "Developments in ESP Courses and Centres" gives information on programs in specialized English and French. "Teaching and Learning Materials" presents techniques for teaching conceptual paragraphs, outlining, "if sentences" in instructions, and using lecturettes. "Problems and Puzzles" discusses footnotes, social language needs, sentence writing, and titles. "How Common are 'Common Core' Words?" by John Kirkman, raises questions about the probability of nouns in a ready-made general ESP program. "A Verb Frequency Count in Legal English," by Mike Friel, includes words from legal texts as well as samples of the students own writing. An "items received" section provides an annotated list of newsletters and books. Three reviews complete the issue: "25 Centuries of Language Teaching" by L. G. Kelly, reviewed by Ailsa Crofts; "New Orientations in the Teaching of English," by Peter Strevens, reviewed by Tony Bex; and "English for Careers: The Language of Accounting in English," by Sandra Costinett, reviewed by Andreas Lambrou. (AMH)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

- ED159911

No 10

Spring 1978

espmena

bulletin

FL009760

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

J. H. Craft

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC) AND
USERS OF THE ERIC SYSTEM."

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGI-
NATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY.

english for special purposes in the middle east & north africa

CONTENTS

Editorial Note	page 1
Developments in ESP Courses and Centres	
a) - d)	1
Teaching and Learning Materials	
a) - d)	2
Problems and Puzzles	
a) - d)	13
Research	15
a) John Kirkman, 'How Common are "Common Core" Words?'	
b) Mike Friel, 'A Verb Frequency Count in Legal English'	
Items Received	
a) - e)	21
Reviews	23
a) L.G. Kelly <u>25 Centuries of Language Teaching</u> (Ailsa Crofts)	
b) Peter Strevens, <u>New Orientations in the Teaching of English</u> (Tony Bex)	
c) Sandra Costinett, <u>English for Careers: The Language of Accounting in English</u> (Andreas Lambrou)	

Editors: Tony Bex	English Language Servicing Unit,
James Crofts	Faculty of Arts,
Phil Skeldon	University of Khartoum,
	P.O. Box 321,
Secretary: Gillian Hashim	KHARTOUM, SUDAN

Printed by
KHARTOUM UNIVERSITY PRESS
P. O. Box 321, Khartoum
The Democratic Republic of the Sudan

Thanks to the support of the Ford Foundation and the University of Khartoum, ESPMENA Bulletin is at present distributed free to institutions outside North America engaged in teaching English for special purposes and allied activities. Representatives of such institutions wishing to receive the Bulletin should write to the Editors giving some idea of their institution's involvement in ESP and the size of the staff employed in such work.

In North America the Bulletin is distributed at cost by Karl Drobnic, EST Clearinghouse, ELI Ads, Oregon State University, OR. 97331, USA.

Copies of all earlier issues are available at a cost of \$US1.00 or £Stg0.50 each. Cheques or International Money Orders should be made payable to Gillian Hashim and sent with orders.

ESPMENA Bulletin appears three times a year. Deadlines for the receipt of contributions and advertising copy are:

SPRING issue:	15th March
AUTUMN issue:	15th September
WINTER issue:	15th December

Contributions and correspondence on all matters connected with languages for special purposes are welcome, especially those related to the Middle East and North Africa. In particular, readers are urged to send us news of all relevant research and materials development projects, new courses and events such as conferences and workshops. Suggestions for new features and other improvements to the Bulletin will be appreciated. Publishers are requested to send review copies of ESP textbooks and other books particularly relevant to ESP.

Contributors are asked to note that, in view of our policy of publishing all acceptable contributions with the minimum delay, and of the time normally required for an exchange of correspondence, we reserve the right to excerpt, condense and make minor alterations to contributions unless they are specifically marked as not to be altered; in the latter case permission will be sought for any changes.

ESPMENA Bulletin hereby gives permission to reprint material in this issue not attributed to any other published source, provided the author's consent is obtained. Credit to ESPMENA and the author should be given, and two copies of the publication in which the material appears should be sent to the Editors.

ADVERTISING

Advertising copy should preferably be camera-ready. The current normal rates are:

Full page (18cm x 14 cm):	£Sud40/\$US100/£Stg50
Half page (8cm x 14 cm):	£Sud20/\$US50/£Stg 25

Reduced rates are available for advertisers who book space in three consecutive issues in advance.

1. EDITORIAL NOTE

This tenth issue of ESPMENA is the first to appear in a new compact format. This is our fourth change since the first issue appeared in the plainest of plain typescript. Just as the previous changes have reflected the rapid growth of the Bulletin, we hope that this first printed issue reflects the fact that it is now firmly established as a medium for the exchange of ideas and information between those involved in ESP.

In addition to the improved clarity of print, we hope that the Bulletin will arrive in a more presentable condition than the dog-eared and battered article that some readers report receiving. We also hope that we shall be helped to achieve our aim of maintaining a reasonable proportion of outside contributions by attracting those who may, as John Scales suggested, have preferred to "wait for the elegance of print than have the immediate satisfaction of typescript". In connection with immediacy, we should like to point out that we almost always print everything acceptable which reaches us before the deadline for each issue, and that we aim to review books within six months of publication. And of course, publication in ESPMENA does not at all preclude later publication in other journals.

2. DEVELOPMENTS IN ESP COURSES AND CENTRES

a) Advanced Diploma for Teachers of English Language, University of Lancaster

This new course has a specialist option in English as a Foreign Language. The course aims "to study and evaluate Linguistic theory and research relevant to language learning and teaching, undertake research design and experimentation and design and evaluate Language Teaching curricula and materials". There is also an opportunity to focus on particular groups of learners or particular curriculum objectives such as ESP.

The course is a one-year course, nine months' course work and three months to prepare a dissertation which emphasises 'practical and empirical work which is undertaken in the context of the students' own work situation.'

The closing date for applications is 31st May and further information may be obtained from the Secretary, Institute for English Language, Lancaster LA1 4YT, England.

b) CEDUST, University of Khartoum

A branch of the Centre d'Etudes et de Documentation Universitaire Scientifique et Technique has recently been established in the Faculty of Science of the University of Khartoum. Normally concerned with establishing a collection of French scientific journals and ideas, and encouraging the exchange of scientific ideas and personnel with the host country, CEDUST in Khartoum is also involved in the teaching of French for Special Purposes. The majority of CEDUST's students are post-graduates who are intending to visit France for study purposes. They have little, if any, knowledge of French, and the teaching is necessarily at a preliminary level (spoken French and writing at the sentence level). CEDUST is also developing a reading course for Geology students which promises to be of interest. Since the majority of students have already built up an adequate scientific vocabulary in English, and since much of this vocabulary is common to both French and English, CEDUST teachers can concentrate on the rhetorical structure of a text.

c) English for Post-Graduates

The Graduate College of the University of Khartoum has recently introduced a new course for post-graduate students in Oral English directed by A.R. Rex of ELSU. Since many of the students are also teaching assistants, and all of them expect to undertake a further course of study in an English-speaking country, the course has concentrated on the skills involved in lecturing and taking part in seminars. The basic format consists of mini-lectures delivered by the students, followed by a discussion, which is supposed to simulate a seminar - though all too frequently it becomes a simple question-and-answer session. These two components are then analysed, and suggestions are made for improving the oral presentation of complicated ideas. A fuller report on this course will be appearing in a forthcoming issue.

d) ESP Course Design, English Language Division British Council

The course is to be run by the English Language Division Consultancy Staff of the Council and proposed dates are from 27th June to 7th July 1978.

The course is similar in aims and content to the one discussed in Bulletin 8 by Jim Crofts, although it has been extended to 11 days instead of five.

3. TEACHING AND LEARNING MATERIALS

a) Teaching Conceptual Paragraphs in EST Courses - A Practical Technique, Karl Drobnic, Oregon State University

Introduction

It has been found that a problem common to many students taking

courses in English for Science and Technology (EST) who by traditional university standards are proficient in English is that "they often seem unable to comprehend the total meaning of the EST discourse even when they understand all the words in each sentence and all the sentences that make up the discourse" (Selinker, Trimble & Trimble, 1976). The 'Washington' school of EST, cited above, has made extensive investigations into the rhetoric of EST which have produced results that prescribe the extension of traditional English language reading instruction to include rhetorical as well as linguistic competence.

The Washington research contends that "in EST the conceptual paragraph is the basic unit of discourse" (Lackstrom, Selinker & Trimble, 1973). The somewhat standard practice of teaching that a paragraph is a group of sentences set off by indentation which have a topic sentence and form a complete unity of thought does not always correspond to what the conceptual paragraph is. The Washington research suggests restructuring this view of paragraphing to include the concepts of the physical paragraph and the conceptual paragraph. In this approach, the physical paragraph is "a group of sentences marked on a page of text by spacing or indentation", while the conceptual paragraph is "a group of organizationally (rhetorically) related concepts which develop a given generalization in such a way as to form a coherent and complete unit of discourse. It can consist of one or more physical paragraphs" (Konecni & Trimble, 1976).

Central to conceptual paragraphing is the "core generalization" (Lackstrom, Selinker & Trimble, 1973), a generalization from which the rest of the conceptual paragraph develops. If this core generalization has no logical subdivisions which the writer wishes to develop, he is likely to finish off his paragraph in much the traditional manner of adding supporting information and specific details and then pass on to a new idea in a new paragraph. In such cases, the physical and conceptual paragraphs correspond. However, if the core generalization of the first physical paragraph contains one or more sub-parts that the author wishes to develop, the sub-parts will be developed in separate physical paragraphs, each with a sub-core that relates back to the core generalization of the first physical paragraph. Thus, several physical paragraphs may be related in terms of concept to a particular generalization, and all of these physical paragraphs, in terms of reading strategy, should be treated as one paragraph - a conceptual paragraph.

In line with this, a series of lessons were developed at Oregon State University to introduce a group of Taiwanese nuclear engineering students to selected rhetorical features of EST discourse. The lesson described herein is a technique for teaching conceptual paragraphing that makes use of flowcharting. Material for this lesson was selected from a US Government publication entitled *Atomic Fuel* (Hogerton, 1966). The text has not been modified. The Taiwanese engineers had an advanced level of English and were targeted for graduate-level study. The lesson has been revised slightly for this article, but is essentially the same as that presented in the classroom.

Introduction

1. The reading below makes extensive use of definition to classify "atomic fuel".
2. Remember the formula for definition: "A is B which C"
3. Remember the information needed to classify:
 - a) a class b) class members c) differences
4. The reading below develops one idea in what appear to be three paragraphs. The three paragraphs you see are called physical paragraphs. They form one conceptual paragraph. The writer uses three physical paragraphs to develop one idea, or one conceptual paragraph.

READ:

"What Atomic Fuel Is Atomic fuel consists basically of a mixture of fissionable and fertile materials. The essential ingredient is a fissionable material, a material that readily undergoes nuclear fission when struck by neutrons. The only naturally available fissionable material is uranium-235, an isotope of uranium constituting less than 1% (actually 0.71%) of the element as found in nature.

"Almost all the rest (99.28%) of the natural uranium element is the uranium-238 isotope, which is of interest to us for a different but related reason. For when neutrons strike uranium-238 a fissionable material is generally formed, namely plutonium-239. So, although natural uranium actually contains only a little fissionable matter, almost all of it can be converted to fissionable matter.

"Because it has the property of being convertible to a fissionable material, uranium-238 is called a fertile material. A second substance that has this property is the element thorium. Its fissionable derivative is still another isotope of uranium, uranium-233.

Discussion and Analysis

1. The purpose of the three paragraphs above is to classify atomic fuel. The first sentence defines "atomic fuel". The rest of the reading develops classifying information. Identify the following:

- a) term to be classified - (atomic fuel)
- b) class to which it belongs - (fuel)
- c) members of the class - (U-235, U-238 etc.)
- d) differentiating information - (fertile, etc.)

2. The most important unit in writing in scientific English is the conceptual paragraph. Discuss:

- a) core generalization
- b) sub-cores.

Exercise 1. Using the information in the reading, write out definitions for each of the following terms. Use "A is B which C".

Physical Paragraph 1

1. Atomic fuel is _____.
2. A fissionable material is _____.
3. U-235 is _____.
- It is also _____.

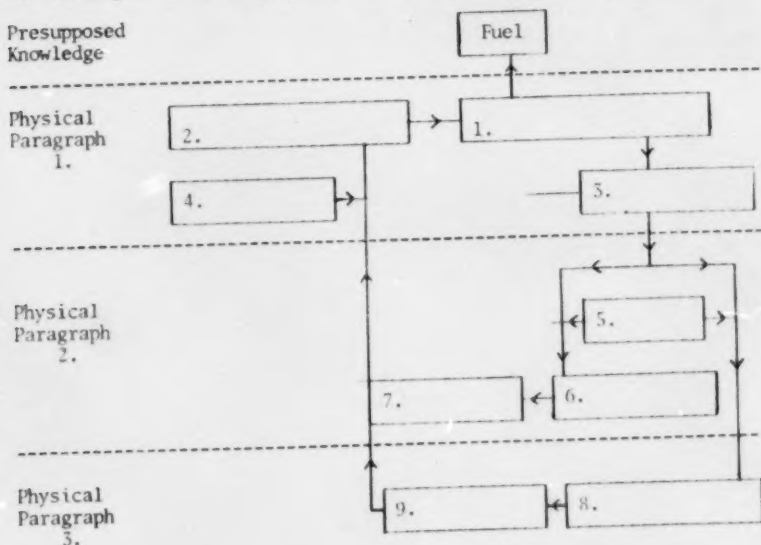
Physical Paragraph 2

4. U-238 is _____.
5. Pu-239 is _____.

Physical Paragraph 3

6. U-238 is also defined as _____.
7. A fertile material is _____.

Exercise 2. Construct a flowchart of the information presented in the reading. Use the questions on the next page as a guide.



Flowchart Questions

1. What is the term being classified?
2. What is the essential ingredient?
3. What is the other ingredient in the mixture?
4. What is the naturally occurring fissionable material?
5. What must strike fertile material to form fissionable material?
6. What is the majority of the natural uranium?
7. What is the fissionable product of U-238?
8. What is a second fertile material?
9. What is its fissionable product?

End of Lesson

.....

Results Being already practicing engineers, the Taiwanese were thoroughly familiar with the idea of flowcharting. Representation of conceptual paragraphing in graphic form employed a familiar cognitive process. It required the transfer of verbal information to a visual form that the students already knew was used to represent logical inter-relationships. The intent to use the students' cognitive skills from their field of expertise was fulfilled; the students quickly grasped the conceptual unity of the stretch of text and in subsequent lessons proved to be adept at recognizing conceptual paragraphs.

REFERENCES

- Doherty, Michael P. 1977. "An Investigation into the Cognitive Variable in EST Programmes." University of Kuwait, Kuwait.
- Hogerton, John. 1966. Atomic Fuel. U.S. Government Printing Office, Washington, DC.
- Konecni, Evica and Louis Trimble. 1976. "Scientific and Technical Rhetoric, Glossary of Technical Terms". Skopje, Yugoslavia and Seattle, Washington, USA.
- Lackstrom, John, Larry Selinker and Louis Trimble. 1973. "Technical Rhetorical Information and Grammatical Choice". TESOL Q., Washington, DC Vol 7 No.2.
- Selinker, Larry, R.M. Todd Trimble and Louis Trimble. 1976. "Presuppositional Rhetorical Information in EST Discourse". TESOL Q., Washington DC, Vol 10, No. 3.
- Trimble, R. Mary Todd. 1976. "Literary Training and the Teaching of EST to Non-native Speakers". English Teaching Forum, Washington, D.C.

This contribution has been somewhat condensed to save space.- Id.

2) Teaching Outlining to The ESP Student James B. Herbolich, Kuwait University

This article is abridged and reprinted by permission from EST Newsletter 9.

Outlining has long been recognized as a skill that university level EFL students should master in order to organize and comprehend information gained through reading textbooks. Indeed, it would be a rare language center where one did not find a unit of a study skills course devoted to outlining for the EFL student, but, for the most part, outlining as a skill for the engineering student has largely been ignored in ESP textbooks.¹ This may be the result of ESP textbook writers believing that engineering articles do not lend themselves to the basic outline form. However, in teaching a reading skills class as part of an intensive English course for engineering students at Kuwait University, I have found that engineering articles are "outlineable" and that teaching students to outline aids them in organizing and comprehending the important facts of a reading.

Yorkey(1970) defines an outline as "an organized list of related items or ideas".² With this definition in mind, I began teaching topic outlining and the following is a brief discussion of a technique I have found effective with engineering students.

Phase I: An explanation of "What is an outline" (1 one-hour class)
First, a list is written on the board³, such as:

HCl	Salt	NaOH	Acids	HNO ₃
Bases	NaCl	KOH	H ₂ SO ₄	Alkali

When students are asked about the list, the answers usually given are "terms from chemistry", or "formulae" or "solutions". The students are then asked for ways to organize the contents of the list. Various suggestions given are alphabetical ordering, numerical arrangement or breaking the list into smaller lists. Using the third suggestion results in:

Acids	Bases	Salt
HCl	NaOH	NaCl
HNO ₃	KOH	
H ₂ SO ₄	Alkali	

Before arranging the three above lists into an outline, a skeleton outline is written on the board, as such:

```

I. _____
   A. _____
   B. _____
   C. _____

II. _____
   A. _____
   B. _____
      1. _____
  
```

III.

A.

Using the skeleton outline, the students are introduced to the terms: "Main headings", "Roman numerals", "Arabic numerals", "indent", and "sub-headings." After discussing the skeleton outline, the students are quite capable of filling in the outline using the three lists.

Phase II: Examination of a model topic outline (1 one-hour class)

After reviewing "what is an outline?", the students are given a short (1 page) reading entitled The Classification of Compounds, which discusses in three paragraphs acids, bases and salts. The students are reminded that a paragraph contains one main idea with supporting facts. Using the suggestions given by Harris (1966) for finding the main idea of a paragraph, the students are instructed to read the article and to write the main idea of each paragraph in the margin. After this task is completed, an oral discussion of each paragraph brings out the supporting facts for each main idea: "an acid is a compound of hydrogen", "a base turns red litmus blue", etc. The students are then given a model topic outline on the reading and we discuss its organization. The following points are stressed:

1. Each paragraph contains a main idea which becomes a main heading - 3 paragraphs = 3 main headings.
2. The supporting facts should be brief and, as much as possible, in the students' "own words" - not copies word for word from the reading.
3. A good outline will contain all the important supporting facts.

Phase III: Controlled outlining (4 one-hour class periods)

For the next two or three weeks the students, after reading an article and jotting down the main ideas of the paragraphs, are required to complete a partially filled topic outline on the reading. The students are told that if they have culled all the important facts from a reading, then they should be able to answer any question on a reading using solely their outline. If they can answer easily from their outline, then they have produced a "correct" outline. To emphasize this point, the students answer multiple-choice or true/false questions on the reading using their outlines.

Phase IV: Free Outlining (throughout the course)

To move from controlled outlining to free outlining (i.e. The students produce the outline form and supply all the items to the outline), the students must be convinced that outlining will help them in their future classes. Given the exam-orientation of our students, it is mentioned that throughout the semester, if a student has outlined reading assignments, then, when it is time for an examination, there will be no need to re-read all the assignments, but only to go over the outlines for they will contain the essence of the readings.

After doing three or four controlled outlines, the students are quite capable of producing outlines on their own. In fact, students have said that it is easier for them to produce a free outline than it is to complete my controlled outlines, which indicated to me that outlining is a personal skill - there is no one correct outline for a reading.

The free outlining is done as a homework assignment after a discussion of the main points of a reading. At the beginning of class, I quickly check the outlines for (1) correct form; (2) enough supporting facts; and (3) briefness of expression. As in Phase III, the students are required to answer questions using their outlines; however, the questions usually entail writing complete, grammatical sentences as answers - in a sense, recreating parts of the reading from the outline.

By the end of the course, the students, hopefully, are convinced that outlining is a useful skill, not just a skill to learn in order to pass their English course. I have found this technique of teaching outlining effective because the students practise the skill throughout the semester, not as a one-week unit where outlining is forgotten soon after it is mentioned. Initially, outlining for the engineering student is difficult, but eventually the students quite easily recognize the important points of a reading. The resulting ability to pin-point the central points necessarily results in a "reduction of uncertainty" about the contents of a reading, which is a step towards complete reading comprehension.

NOTES

- ¹ Of the six ESP textbooks for engineering students listed in the bibliography, none contain a unit on outlining.
 - ² Richard C. Yorkey, Study Skills (New York: McGraw-Hill, Inc. 1970) p. 77.
 - ³ Since the reading skills class begins with readings in chemical engineering, the initial phase of the technique reflects this bias; however, any reading of classification will yield a list with which to begin outlining.
 - ⁴ David P. Harris, Reading Improvement Exercises for Students of English as a Second Language (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966) p. 54.
 - ⁵ This was suggested by a fellow teacher, Maureen O'Brien.
 - ⁶ Frank Smith, Understanding Reading (New York: Holt, Rinehart and Winston, Inc., 1971) p. 185.
-
- * Omitted here for reasons of space - Ed.

c) 'If' Sentences in Instructions

Most textbooks simply treat 'if' sentences as sentences in which a statement of 'a condition' is followed by a statement of 'a result', and learners are asked to produce sentences like

If ice is heated to 0°C, it will turn to water.

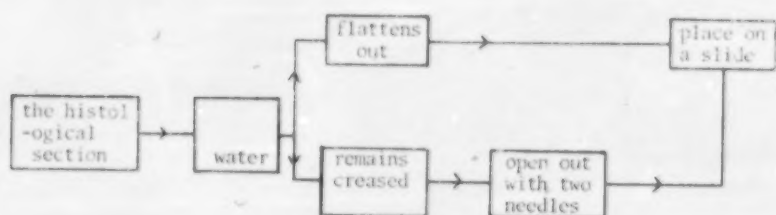
or

If a stone is dropped, it falls to the ground.

There seems little attempt to place the different types of conditional in a situational or textual context. In Bulletin 1 we included some material which attempted to show learners how to use 'if' sentences in giving examples and making definitions and classifications. Recently Paul Fanning has devised the following approach to 'if' sentences as they are used in instructions for laboratory technicians.

First the students read a passage describing a method for testing urine, which includes 'if' sentences to give alternative procedures and explain the conclusions that can be drawn from different results in the test. They are then asked to fill in a flow chart summarising the procedure.

Then simple flow charts like this



are given to generate 'if' sentences to present alternative strategies, for example,

Place the histological section in water. If it flattens out, place it on a slide. If it remains creased, open it out with two needles and then place it on a slide.

The other use is generated by using this matrix table

Type of jaundice	Bilirubin	Bile Salts	Urobilin	Urobilinogen
Haemolytic	-	-	+	+
Obstructive	+	+	-	-
Hepatic	+	+	+	+

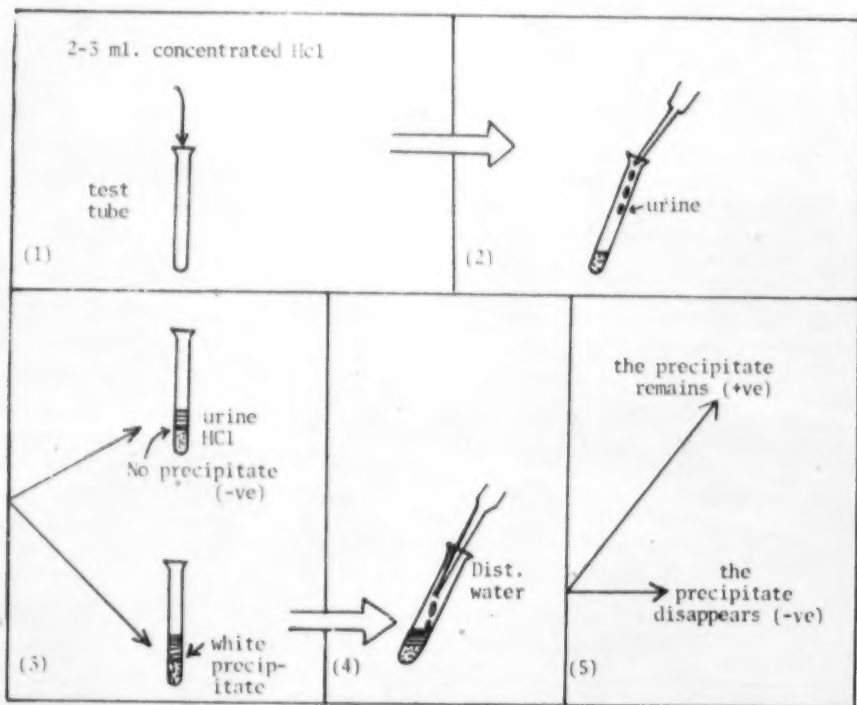
Key + = is present; - = is absent

to complete sentences like this:

If the tests for bilirubin, bile salts, urobilin and urobilinogen are all positive, -----

to express conclusions that can be drawn from the test results.

Finally the students write a short paragraph describing another urine test presented in flow chart and diagram.



In addition to practising 'if' sentences functionally in a well contextualised situation, the students are given valuable practice in handling two very common methods of presenting summarised information.

d) Lecturettes

After reading Patricia Hines' explanation of the use of lecturettes in Bulletin 7, I was interested in introducing the idea into our course for First Year Architecture students at the University of Khartoum. However as more basic work had a greater claim on our limited time, it was not possible to allocate time for each of our fifty or so students to give a lecturette. In an effort to find a solution, it was decided to invite two final-year students to give short talks about their projects. They were eager to do so since oral discussion plays a large part in the assessment of their project. The only preparation involved was to select three or four drawings from each portfolio and suggest that the student 'lecturers' pay attention to topics we had been working on in our English classes with the first-year students: shapes, properties of materials, function and purpose etc. The lecturettes lasted 10 - 15 minutes with a slightly longer period for a question and answer session. In both cases question-time had to be called to a halt by the teacher and we certainly had the 'excitement of the game' and not the dullness of the practice session. A question sheet was compiled from teachers' notes from the lecturettes to ensure attention was given. It was completed in the next class and the average score was slightly over 70%.

There were favourable conditions for the experiment. The two 'lecturers' were both fluent and confident performers. The drawings had already been made and provided a focus of attention for the listeners and a visual prompt for the speakers. Architecture seems to be a subject where it is not too difficult for the expert or more advanced student to communicate intelligibly with the layman or the beginner.

Nevertheless it was an encouraging success for us and both sets of students. Genuine communication took place: explanations of unknown terms, more detailed explanations and re-explanations of points were sought; misunderstandings occurred and were cleared up; and there was even some mild disagreement. The first-year students, still overawed by their lecturers in ordinary Architecture and English classes, were certainly less inhibited about asking questions. Finally, this sort of activity makes use of intrinsically interesting material for useful language practice instead of being a dull re-run of material already known from subject lectures which many ESP lessons become.

It is hoped to extend this exercise next year to include more final year students giving lecturettes to first and second-year classes. There also would seem to be scope for exploiting it with, say, post-graduates in botany, zoology, medicine etc. giving talks to their junior colleagues on research projects. It kills two birds with one stone and as a real activity it has more interest than even our most creative efforts at simulating reality.

Phil Skeldon

4. PROBLEMS AND PUZZLES

a) Footnotes

Two years ago, in a course for students of history a short passage translated from an ancient Greek document was used, mainly to give information to be used in a writing exercise. The geographical names, names of ancient Egyptian months, the Greek measure of distance, stadion, and one or two obscure phrases were explained in footnotes which appeared immediately under the passage. In the passage each item explained was followed by a superscript number, and the corresponding footnote began with the same number. When the passage was used in class, the students were first asked to read it and then to ask any questions; there were no questions, so I asked them some, particularly about the items explained, and also elaborated on some of the explanations in the notes. I then asked them to write answers to some comprehension questions on the passage. As they worked on these, one of the more articulate students asked why a certain word had a '2' after it. I passed the question on to the whole class, and after a good deal of silence and some requests to repeat the question, somebody gave the correct answer.

Having been alerted to the possibility that many students were not only unfamiliar with this common and convenient convention of academic texts, but were unable to work out for themselves how it worked, we have since then deliberately tried to teach students in several courses to recognize and make use of footnotes, and have even used them in examinations. Although most students quickly learn to use footnotes in ESP teaching materials, at first quite a number do not immediately realize that (a) a superscript number following a word is probably there for a reason, and (b) a quick look through the page may reveal the reason, let alone (c) the actual reason is what it is. A good proportion, even after their attention has been drawn to a number of footnotes, do not necessarily use the information given in footnotes when they are left to themselves, and quite a large number get wrong an examination question which is extremely easy if a footnote is read. Whatever the reasons for these difficulties, they seem likely to be related to a more general, and crucial, difficulty which very many of our students have in relating information given in separate places, whether the separation is a matter of being one or two paragraphs apart, or in different chapters of the same book, or in different works.

J.N. Crofts

b) General English in ESP Courses

At a recent seminar on ESP given at the University of Khartoum, Prof. Gerhard Nickel referred to his students' requests for more 'social' English in their EST courses. A similar point is made in the December issue of English for Science and Technology. A course was designed in Diesel English for visiting Arabian students at the Oregon Institute of Technology to supplement their studies in Diesel technology. Roh

DeRosier reports: 'The reaction of the Arabs was quick and emphatic. In the labs and in the theory classes, they would study Diesel Technology: in the English class they wanted to study English - the English of the store, of the street, of the Student Union. Their Diesel-based English performance was desultory. When Mr. DeRosier switched to functional phrases and living situations, their performance improved and interest increased.' Karl Drobnic juxtaposes this report and an excerpt from Widdowson's article "The Communicative Approach and its Application" (English for Specific Purposes, The British Council, Bogota, Colombia), where he suggests that there is more than one way of reaching the desired terminal language behaviour, and that teaching which draws exclusively on specialist texts may not necessarily be the best way. Of course, there are good reasons why Arabian students in an English-speaking country should demand a course designed to help them with their social language needs. However, the point has to be recognised that our students, too, frequently demand courses that include more social English, even though they recognise that such courses may not be directly relevant to their immediate needs. If the inclusion of more 'general English' is likely to increase student motivation, and if we can be reasonably sure that there will be some carry-over (rather than confusion) into their more specialist English, then there seems good reason for including elements of 'general' English in their ESP syllabuses. The problem is, how much and what?

Tony Bex

c) Sentences or a paragraph?

A possible reason for the tendency of many of our students to write 'paragraphs' with few or no full stops came to light recently: these students appear to have a basic misunderstanding of the grammatical nature of continuous writing.

A particularly weak group of fifteen students had received a series of lessons on comparisons. Most of the work had been oral, but there had been three conventional exercises in which students had had to write unconnected, numbered sentences. All the students had done the sentences correctly, with correct use of capitals and full stops. They were then set a short essay comparing two items. Three students made no attempt to use the sentences which had been practised; one had written no full stops at all, and the other two had only four or five each. After the work had been corrected and given back, one of the three students told me that she thought she had to write in paragraphs, not in sentences. Further direct questioning revealed that several of the weaker students in this and other classes believed that a composition was not written 'in sentences', the latter term being reserved for separate and numbered sentences.

This leads me to wonder how many of us, when we unthinkingly tell students to write in paragraphs, are sabotaging any careful preparation which may have been done through single sentences.

Ailsa Crofts
Ahfad University College for Women
Omdurman, Sudan

d) Essay Titles

Perhaps the problem in (c) above is related to the following one which was experienced by all three teachers of about 270 economic history students.

We had done some work on paragraph construction and were about to go on from there to writing an essay. In our English book a section began 'Suppose you are asked to write an essay on the following subject "What were the main economic developments in the Sudan during the period 1821 to 1881?"'. Then followed three or four pages discussing the essay plan and an outline of the contents of each paragraph; finally there was an extract from an economics textbook which gave information to be used in the introductory paragraph with comprehension questions designed to bring out the relevant points; the topic sentence of the first paragraph was also given. The students were then asked to open their exercise books, to write down the title of the essay and to do the introductory paragraph. Over 90% of the students did not know what to write down for the title of the essay, nor even that a title had already been mentioned and that they could find it by turning back a few pages. The problem is, why didn't they know? Is it because they had lost sight of the main point in all the preamble of relevant and irrelevant material and whether one topic sentence was better than another? Is it because the title of the essay was a few pages (and one class) away from the page the students had now reached? A possible explanation is that the word 'title' was misleading, but when 'topic' or 'subject' was substituted the problem still remained. Or is it because students are not accustomed to writing down the title before they begin an essay?

Does any reader have an explanation for this, or has anyone had a similar experience?

Gillian Hashim
ELSU

5. RESEARCH

a) How Common are "Common Core" Words? by John Kirkman, Communication Studies Unit, UWIST, Cardiff

ESPMENA Bulletin No. 9 carried a report on research by Anwar Suleiman Wagialla that raised doubts about the possibility of identifying common non-technical vocabulary for chemistry, let alone for science as a whole. Here is more food for thought. Samples from four engineering textbooks and four mathematics textbooks produced the following findings:

- nouns formed about 25% of the total vocabulary;
- only four nouns appeared in all four engineering samples; only four nouns appeared in all four maths samples; only two nouns appeared in all eight samples.

What does that suggest about the probability of nouns in a ready-made general-purpose ESP programme being found in all the engineering textbooks used by a group of students?

The samples from which I have drawn these data were analysed for me by an undergraduate student of Statistics, Miss Barbara Rensden. The work was her final-year project, so the principal emphasis was on statistical techniques. Our principal aim was to compare and contrast the language used in textbooks and theses in different subjects.

The information of interest to readers of ESPMENA Bulletin emerged from eight textbooks. The sample taken from each book was approximately 1,000 words - ten sections of approximately 100 words, each consisting of complete sentences (because one part of our plan was to examine sentence length).

The sections were selected by making a note of the range of page numbers in each book and by choosing ten random numbers within each range, using tables of random numbers. Each sample was taken in turn from the top, middle and bottom of the page wherever possible. Some pages that consisted solely of diagrams, pictures, quotations or formulae had to be ignored and a further random number was taken to replace the discarded one.

The average results for the four books in each subject were:

	ENGINEERING	MATHEMATICS
Total words sampled	1168	1311
Number of different words	422	443
Total nouns	224	217
Number of different nouns	105	103
Different nouns as a % of different words	24.9	23.3

These findings support a long-held belief that nouns - the special 'language of science' - are not of the greatest importance in any intensive English-for-science programme. Let me hasten to emphasise that this does not mean that I think vocabulary unimportant: there should be carefully planned vocabulary development in any programme; but the most useful thing an ESP course can do is hammer away at creating a firm foundation of structures and 'ordinary' vocabulary, exercising relatively few 'special' scientific vocabulary items.

Support for this view comes from the information about frequencies of occurrence:

No of occurrences of noun	ENGINEERING TEXTBOOKS				MATHEMATICS TEXTBOOKS			
	1	2	3	4	1	2	3	4
1	64	59	70	54	45	45	74	70
2	24	15	18	19	24	19	21	16
3	6	9	11	11	14	5	6	8
4	6	4	4	3	8	6	7	7
5	4	3	1	4	3	2	2	5
6	1	-	4	2	3	3	2	-
7	1	1	3	2	2	-	4	-
8	1	-	1	1	2	-	2	-
9	1	1	-	1	-	1	-	1
10	1	-	-	-	-	-	-	-
11	1	2	-	1	-	-	1	1
12	-	-	-	1	-	-	-	1
13	-	1	-	-	-	-	-	-
14	-	-	-	-	-	-	-	1
15	-	-	-	-	1	-	-	-
16	-	-	-	1	-	-	-	-
21	-	-	1	-	-	-	-	-

Note how few words occurred more than once or twice. And perhaps the most important information comes from the analysis of which words appeared most frequently:

ENGINEERING	Number of texts where noun appeared	Frequency of appearance	MATHEMATICS	Number of texts where noun appeared	Frequency of appearance
result	4	5	form	4	12
value	4	31	case	4	13
length	4	13	point	4	20
case	4	6	value	4	22
point	3	16	element	3	11
method	3	6	one	3	6
area	3	10	number	3	7
function	2	6	sign	3	3
			term	3	4
			zero	3	10
			side	3	7

I would emphasise that the counts on these texts included all nouns, not just special scientific terminology. Any attempts to isolate either the 'common core' vocabulary or the 'special jargon' of engineering and mathematics would have reduced the lists still further.

So perhaps we are setting ourselves an illusory goal if we try to identify and teach the 'common' vocabulary of science and engineering subjects.

The samples in this project were small though statistically acceptable. I should like to see more extensive work to check the findings. But these results encourage my belief that ESP courses should be designed locally for specific target audiences. They should be planned in close consultation with local teachers of specialist subjects, and should be designed to parallel the specialist texts and lectures that will be the students' daily diet. An ESP course can have a common core of structures and intonation patterns; but the vocabulary and idiom included must be drawn from a careful analysis of the activities confronting specific groups of students in their immediate learning programme and in their future careers.

b) A Verb Frequency Count in Legal English, by Mike Friel, ELSU Khartoum

In undertaking a verb frequency count to provide information about the most useful verbs to teach in the First Year Legal English course at the University of Khartoum, it was decided to include in the corpus both material which the target students were supposed to read and samples of their own writing. The reading texts covered the whole range of reading prescribed for the various First Year law courses, and the samples of writing were taken from the students' answers in three examination papers taken at the end of the year. It was hoped that this wide range of material would give some insight into the different varieties of English which even a First Year law student is expected to be familiar with. The corpus amounted to about 81,000 running words, and the numbers of verbs taken from the different sources are shown in the following table:

READING	Legal Textbooks 2000	Legal Documents 1000	Law reports 1000	TOTAL 4000
WRITING	Criminal Law 2000	Constitutional Law 1000	English 1000	4000
CORPUS TOTAL				8000

On the next page the number of occurrences of each verb which occurred 15 or more times in the corpus is given, together with a comparison with two other counts.

Table of Verb Frequencies

OF	VERB	TLE	RF	WF	GS	HS	OF	VERB	TLE	RF	WF	GS	HS
1	*be	1758	855	903	+	+	49	agree	26	13	13	+	
2	*have	198	105	93	+	+		exercise	26	12	14		
3	commit	138	39	99				want	26	5	21	+	
4	*make	136	82	54	+	+	52	abolish	25	3	22		
5	*give	122	55	67	+	+		*arise	25	11	14	+	+
6	*cause	115	34	81	+	+		*keep	25	22	3	+	+
7	*do	104	24	80	+	+	55	*include	24	17	7	+	+
8	*say	102	48	54	+	+	56	entitle	23	13	10		
9	*take	100	43	57	+	+	57	appoint	22	7	15	+	
10	*find	86	47	39	+	+		deal	22	14	8	+	
11	*try	77	19	58	+	+		order	22	7	15	+	
12	*think	76	31	45	+	+		*prevent	22	12	10	+	+
13	*provide	69	29	40	+	+		*seem	22	15	7	+	+
14	arrest	61	6	55	+		62	happen	21	4	17	+	
15	come	56	21	35	+			impose	21	7	14		
16	*follow	55	36	19	+	+		refuse	21	11	10	+	
17	apply	54	41	13	+	+		state	21	14	7	+	
	kill	54	6	48	+		66	authorise	20	7	13		
19	*know	52	12	40	+	+		execute	20	16	4		
20	*appear	51	25	26	+	+	68	determine	19	17	2		+
21	*consider	46	25	21	+	+		issue	19	17	2		
	hold	46	25	21	+			justify	19	10	9		
23	*pass	44	10	34	+	+	71	affect	18	3	15		
24	*use	43	26	17	+	+		result	18	10	8	+	
25	*see	41	17	24	+	+		suspect	18	-	18	+	
26	mean	40	13	27	+		74	argue	17	11	6	+	
27	*go	39	13	26	+	+		ask	17	4	13	+	
28	consist	38	7	31		+		*contain	17	8	9	+	+
	convict	38	26	12				create	17	3	14		
	*put	38	14	24	+	+		*depend	17	14	3	+	+
31	*become	35	24	11	+	+		deprive	17	5	12		
32	attend	33	4	29	+			*get	17	5	12	+	+
	receive	33	14	19	+			*lead	17	6	11	+	+
34	require	32	23	9		+		proceed	17	15	2		
35	establish	31	17	14				represent	17	7	10	+	
36	*act	30	11	19	+	+		submit	17	12	5		
	*call	30	21	9	+	+	85	assist	16	8	8		
	decide	30	16	14	+			continue	16	14	2	+	
39	intend	29	14	15	+			declare	16	12	4	+	
40	bring	28	21	7	+			*work	16	7	9	+	+
	constitute	28	17	11			89	*begin	15	5	10	+	+
	direct	28	18	10	+			delegate	15	3	12		
	prove	28	17	11	+			enact	15	15	-		
44	attempt	27	10	17	+			lay	15	9	6	+	
	charge	27	18	9	+			raise	15	7	8	+	
	convene	27	4	23				*refer	15	8	7	+	+
	punish	27	5	22	+		95	suffer	15	6	9	+	
	*show	27	15	12	+	+							

The count included both finite and non-finite occurrences of correctly used verbs. Where a verb had two or more clearly different meanings, these were counted separately, but these verbs were found to constitute only a small proportion of the total and in each case the more obviously 'legal' meaning was predominant, so the figures for all the meanings of each verb were subsequently conflated.

In the table of frequencies the columns give the following information: OF: order of frequency in the combined Reading and Writing parts of the corpus; TLE: total number of occurrences in the whole LE (legal English) corpus; RF: frequency in the Reading part of the corpus; WF: frequency in the Writing part of the corpus; GS: occurrence in A General Service List of English Words¹; HS: occurrence among the 100 most frequent verbs in the scientific materials used by Huddleston and by Cormack and Swales². An asterisk indicates occurrence in all three lists. The totals for the different categories of occurrence are:

Verbs occurring in all three lists:	37
Verbs occurring in LE and GS lists:	33
Verbs occurring in HS and GS lists:	4
Verbs occurring only in LE list:	21

Observations

(a) Most of the verbs which occur only in the LE list are concerned with legal procedure and are most restrictedly 'legal' in usage.

(b) Slightly fewer verbs are among the 200 most frequent verbs in both the LE and HS lists than are among the 200 most frequent verbs in either list and the 200 most frequent verbs in the GS List.

(c) Only a quarter of the verbs with at least seven occurrences in the Reading column of the Table of Frequencies did not occur at least five times in the Writing part of the corpus. Only two verbs in the Table did not occur at least once in each part of the corpus.

(d) The Reading part of the corpus contained 396 different verbs, compared with 264 in the Writing part. The former contained 295 verbs which occurred at least three times, and the latter 247.

(e) 99 of the 112 most frequent verbs in the Reading part were found after the count was completed to be in the reading materials included in the Legal English course for the target students, although these materials were not included in the corpus.

Conclusion

While frequency is by no means the only criterion for the selection of items for teaching, it may be considered one of the most important, if we accept that a language item tends to leave some lasting trace in the student's mind once it has been encountered and used frequently enough. It therefore seems that comprehensive frequency counts covering salient features of the numerous specialised uses of English are worthwhile, provided they are related closely enough to the requirements of particular courses and to the abilities of the students attending them.

The sooner the bases for such counts are established and the counts themselves undertaken, the better it will be for all those concerned with the increasingly popular but still quite tenuously differentiated courses in 'languages for special purposes'.

References

- 1 Michael West, A General Service List of English Words (London, Longman 1953).
- 2 John Swales, 'Verb Frequencies in Scientific English', in ESPMENA 4, pp. 28 - 31.

6. ITEMS RECEIVED

- a) Al Manakh - Newsletter of the Language Centre, University of Kuwait

This duplicated newsletter has been revived under the editorship of David Blackie. Number 1 was published in May 1977 and Number 2 in March 1978. Number 3 is due in May this year. As well as being a house journal for the large staff at the Kuwait Language Centre, it contains a number of articles of wider interest. James B. Herbolich's article (see Teaching and Learning Materials) first appeared in Number 2, which also contains an interesting article by Shelley Vance on a liaison project with language and subject teachers co-operating to identify problems and seek solutions.

Further information can be obtained from The Language Centre, P.O. Box 5486, University of Kuwait, KUWAIT.

- b) EST Newsletter, University of Oregon Clearinghouse

We continue to receive monthly copies of the Newsletter and two articles from them are reprinted in this Bulletin.

The November issue is a special issue devoted to ESP in Canada, edited by Ron Mackay of Concordia University, Montreal. The issue contains reports on several Canadian ESP projects, among them an article by Joan Pavelich on "Adapting Technical Writing Classes to Women" and a bibliography of over twenty Canadian ESP papers and books.

Also available from the Clearinghouse is a 'Review and Analysis of Thirteen ESP Textbooks' compiled by Ron Mackay.

Enquiries should be addressed to Karl Drobnic, ELI AdS A100, Oregon State University, Corvallis, (R. 97331, USA).

- c) Kielikeskusuntisia: Language Centre News, No. 4, University of Jyväskylä, Finland

This issue contains an interesting, if rather condensed, report

on current developments in "Interlanguage and Interlanguage Studies" by Rolf Palmberg from the Error-Analysis Project, English Department, Akademi, Abo, Finland.

- d) ALSED - LSP Network Newsletter, Language Centre, Copenhagen
School of Economics

The January 1978 IATEFL Newsletter reports the establishment of a Centre for Language for Special Purposes in Copenhagen. The initial objective is to set up "a list of LSP centres; i.e. university departments, language units, working parties and R & D groups all over the world". Co-operation and the exchange of information between such groups is to be encouraged through conferences and the Newsletter, edited by Prof. Gorosch, Jorgen Hoedt and Robin Turner. Further information is available from ALSED - LSP Network Newsletter, Fagsprogligt Center, Copenhagen, Denmark.

- e) Learn English for Science (1) A.R. Bolitho and P.L. Sandler,
Longmans

Read and Note, English Study Skills for Science and Medicine,
Keith Purvis, Heinemann

We have recently received a copy of the first volume of Longmans' new two-part book and rushed proofs of Keith Purvis' study skills book which was due to be published in February. We hope to include reviews of both books in the next issue.

7. REVIEWS AND USERS' REPORTS

- a) L.G. Kelly: *25 Centuries of Language Teaching: An Inquiry into the science, art and development of language teaching methodology* 500B.C. - 1969. Rowley, Massachusetts, Newbury House Publishers, 1969, 1976) pp xi + 1474. Bibliographies and indices.

"....histories of method exist. This book is not designed to duplicate them, but to go one step beyond, isolating and describing the ideas that make up teaching methods. The word 'idea' is taken in its widest possible sense: it is anything that affects teaching, whether it relates to the classroom itself, to the teacher's study or to the researcher's workroom. Hence, as well as teaching ideas, there are included here accounts of the development of teaching resources, and treatments of the evolution of psychology and linguistics as they affect language teaching." (Introduction, page 1)

It is a pity that in this age of 'radical approaches' and 'revolutionary ideas' in language teaching, this book cannot be made compulsory reading for all those concerned with the teaching of languages, whether they be linguists, psychologists, course designers or teachers. For Dr. Kelly, in his very well-documented and entertaining study, has shown clearly that many of the modern approaches have already been tried and forgotten in the past. He shows the existence of a general parallel in the aims and methods of the classical, Renaissance, and modern periods, with their emphasis on the skills of communication, and a similar parallel in the aims and methods of the Middle Ages and the eighteenth and nineteenth centuries, when the dominant aim was the teaching of analytical and written skills.

In describing this cyclic process, he has imposed on himself certain limitations. He includes only "...the countries whose intellectual traditions are derived from Greece..." interpreting these as Western Europe and the former colonies, Alexandria, Soviet Russia, and countries like the United States. The omission of China, India, and the Muslim world obviously restricts the book's appeal and leaves open many questions about parallels in methods between the different cultures. It is also regrettable that Dr. Kelly has not made any mention of Byzantium or of the courts of Southern Europe and their interest in Arabic at the time of the Crusades. This may of course be due to lack of sources; certain periods, notably the twentieth century, receive a wider coverage than others simply because there are more sources available.

The book is arranged according to subject, following the scheme devised by Mackay in his *Language Teaching Analysis*. There are seven main sections. The first part deals with the initial presentation of the language, the main themes being the alternation between formal and informal approaches, and the wide divergence between the methods used for classical languages and those used for modern languages. Part two

The book

describes methods of establishing the systems of the language as habits. The broad division into the inductive method and that of grammatical analysis is outlined, but the overlap of the two methods and their concurrent use are also shown. The third part covers the selection of the items to be taught; it surveys investigations into frequency of language items and discusses the relative importance at various times of other similar criteria. Part four describes the ordering of language courses and Part five the means of transmission, ranging from mechanical media to human media, dealing particularly fully with the development of the book as a teaching tool. The sixth part covers the origin of language-teaching ideas, restricting this to a description of psychology and linguistics as sources. The last part attempts to explain why, although the ideas themselves have not changed radically in the last 2000 years, the ways in which they are used have, and why it is that at any given time certain ideas have lain dormant while others have enjoyed a wide popularity.

By abandoning a more conventional chronological approach, Dr. Kelly has gained considerably in coherence and readability, and indeed I cannot see that it would have been possible to treat the subject in any other way. However, this has made it difficult for him to place the ideas against their historical and social background, a problem exacerbated by the fact that he does not always give a time reference for the existence of a school of thought or the appearance of a particular book, and recourse to other references is often necessary in order to place his allusions.

There is, fortunately, an excellent 56-page bibliography of both primary and secondary sources. One of the most attractive features of the book is that the primary sources are very frequently quoted, and there are many facsimiles of pages of original textbooks which range from the twelfth to the twentieth century. These reproductions are always interesting and often, to twentieth-century eyes, amusing, as in this page illustrating a seventeenth century pronunciation key for French learners of English:

Guive me mei	$\left\{ \begin{array}{l} \text{doblet.} \\ \text{hofen.} \\ \text{chous.} \\ \text{points.} \\ \text{cl6k.} \end{array} \right.$	Give me my	$\left\{ \begin{array}{l} \text{doublet.} \\ \text{hofen.} \\ \text{shooes.} \\ \text{pointes} \\ \text{cloake.} \end{array} \right.$
Vil you your	$\left\{ \begin{array}{l} \text{houts?} \\ \text{fpours?} \\ \text{bout-hofen?} \end{array} \right.$	Will you your	$\left\{ \begin{array}{l} \text{bootes?} \\ \text{fpurres?} \\ \text{boot-hofen?} \end{array} \right.$

Comenius, who in the mid-seventeenth century developed the use of illustrations for teaching vocabulary, is rightly given a prominent position in Dr. Kelly's treatment of many different aspects of language-teaching theory and practice. His enlightened attitude is well illustrated in a quotation on the subject of gradation:

"Let us teach and learn; the few before the many; the short

before the long; the simple before the complex; the general before the particular; the nearer before the more remote; the regular before the irregular".

This concern for the pupil is, in contrast to the general trend in the eighteenth and nineteenth centuries, in frequent evidence throughout the Renaissance. A charming example, followed by some Renaissance teachers, is Erasmus' recommendation that when learning the alphabet a child should be rewarded for having learnt a letter by a cake of the appropriate shape. The Middle Ages also had their lighter moments. In the twelfth century Abelard followed the recommendation made by St. Jerome eight hundred years earlier that children learning the alphabet should be given blocks shaped like letters to play with. It was also during the Middle Ages that the place of drama in language learning was established:

"... a social ban remained on this activity until the tenth century when a German abbess, Hroswitha, composed Latin plays for novices. The expressed aim was to replace the plays of Plautus and Terence, then considered too saucy for use in the cloister." (page 123)

Dr. Kelly shows again and again how methods acclaimed as new have in fact been previously used. The 'discovery' of the Natural Method in the early nineteenth century is a case in point, as Lamy had already laid forth the basic principle of learning a foreign language in the same way as one's mother tongue in the late seventeenth century. However as his later followers did not exclude the use of translation, the pioneers of the Natural Method took no notice of these earlier developments.

It is, however, in his description of the development of pattern practice that Dr. Kelly shows most clearly what he refers to elsewhere as "the usual process of independent research that takes no account of what went before". The claim of language laboratory enthusiasts that pattern practice was first discovered in the 1940's is shown to be inaccurate by 400 years by this table of 1524 on how to greet one's wife or sweetheart in Latin (together with the reviewer's translation).

Salve	{	mea Corneliola	Greetings	{	my little Cornelia
		mea vita			my life
		mea lux			my light
		mea delictum			my delight
		mea suaviu			my sweet
		mel mel			my honey
		mea voluptas unica			my sole pleasure
		meu decus			my beauty
		meu corculum			my little heart
		mea spes			my hope
	{	meu solatium		{	my solace

By the end of the sixteenth century the substitution table, with multiple choice on both sides of the bracket, was in common use. It disappeared from language textbooks in the eighteenth century and, apart from a brief reappearance in 1811 in a French grammar published in Montreal, was not used again until "invented" by Prendergast in his "Mastery System" patented

in 1870. His tables, based on his observations of young children repeating a new structure in their mother tongue, had almost endless mathematical possibilities. The idea, however, did not at this time gain general acceptance and was only developed in a few isolated textbooks at the turn of the century. It was then rediscovered by Harold Palmer, who believed it to be his own invention. He was, in his turn, ignored during the rapid development of the 1940's, after which the device gained a wide currency. Dr. Kelly leaves the question of its future open in describing the criticism that pattern practice came under from psychologists in the 1960's, with the implication that its days are yet again numbered. An interesting sidelight on the early development of English for Special Purposes is unfortunately not developed further. Dr. Kelly makes three references to vocabulary lists being arranged according to subject, the earliest being the lists of Aelfric in the ninth century. It was apparently normal practice in the seventeenth century. An even more interesting piece of information is the following: "Fourteenth century proponents of the *ars dictaminis* violently impugned the traditional philosophical and literary approaches as unrelated to the reality of document writing for the legal and business world" (page 197). Unfortunately, apart from describing the *ars dictaminis* as a "cancerous development" of the normal medieval attitude that pupils should learn things which were useful and necessary, this is the only reference to it.

One major failing of the book is that, despite his avowed aim of including the former colonies, Dr. Kelly makes virtually no reference to language teaching in Africa and Asia, although it is there that the Direct Method has, of necessity been most generally used. Even when he has a section devoted to the learning of other subjects in a foreign language, he restricts himself to Europe and the U.S.A. This serious omission is all the more strange as he clearly believes that the Direct Method is the dominant method of our times, and that translation is no longer common.

Certainly until the 1950's grammar-translation methods were normal in nearly all European school systems and it is most unlikely that the system has changed radically in any country since then. Dr. Kelly has apparently assumed that the consensus of recent writers on language teaching reflects the general practice of teachers. It is likely that a similar gap between theory and practice existed at other times, but he often implies that the ideas were classroom practice. Such an implication is particularly unreliable when the ideas are those of men such as St. Augustine and Erasmus who were not after all primarily teachers. In fact he tends to treat all his sources as equally reliable and does not apply to them the kinds of criteria which historians normally use. He has no description of actual classrooms, and we are told nothing of the size of classes or of the pupils' background, and little of the teachers. In fact, he does himself bring forth evidence that the theories did not get to the classroom, by commenting on the fact that Comenius' *Orbis Pictus*, on which he relies heavily for his description of the sixteenth century, was too expensive to be used in the classroom, and that only a few enthusiasts followed the Comenian scheme.

But these failings do not seriously detract from the book as a whole. The history of language teaching has been seriously neglected in teacher training courses to date. With such a valuable study as Dr. Kelly's book there is now no excuse for this, and it is surely not too much to hope that teachers may now be shown how 'one generation's heresy becomes the orthodoxy of the next.' (Conclusion, page 408).

Ailsa Croits
Ahfad College, Omdurman.

- b) Peter Strevens, New Orientations in the Teaching of English (O.U.P., 1977) pp. viii + 183.

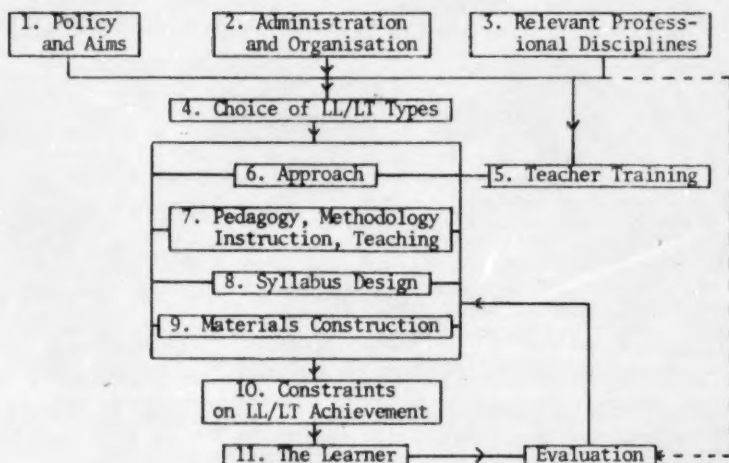
Peter Strevens' new book is something of a disappointment. Basically it is a collection of essays and lectures which have been given a spurious coherence by being placed between the covers of a single book. In his introduction, Strevens claims that in the past decade 'there have emerged a number of important issues and concerns in applied linguistics, language teaching methodology and the teaching of English, whose combined effect has been to open new paths of thought, action and development in the teaching of English', and that the book 'reflects these new orientations'. Unfortunately, New Orientations is not quite the survey that the introduction suggests. There is, for example, very little space devoted to the problems and solutions of designing courses; almost no mention of the materials that are being developed to aid the foreign learner in reading university textbooks; and the chapter on ESP will be of limited interest to our readers, since it is mainly concerned with the communicative functions of language that are appropriate to the workshop or factory in Britain. This is not to deny that many interesting points are made, but one has the feeling that Strevens, in putting the book together, was not quite sure of his audience and has therefore refrained from developing his ideas in the detail and depth that they deserve. The intended reader is probably the teacher whose basic grounding was in literature, but who now finds him or herself engaged in teaching language either to immigrants, or, for economic reasons, overseas, and who feels insecure through lack of training. Such a reader is given further support by a brief but useful bibliography and a particularly useful list of professional journals together with their addresses.

New Orientations is divided into five parts. The first, 'Principle and Theory in Language Teaching', is concerned with establishing a theoretical model of the language learning/ teaching process which is not dependent on theories drawn from linguistics, psychology or education. The debt to these disciplines is acknowledged, but Strevens rightly argues that LL/LT is a process which requires its own theory and rationales. This is perhaps surprising in the light of the recent insistence among education theorists on the interdisciplinary nature of learning, and the development of courses which go beyond traditional 'subject' limits, but it is

welcome if only because language teaching has for too long been the poor relation of linguistics or literary studies. Part two contains three chapters on methodology and teacher training, giving an outline of the British ELT tradition and a sketch of the elements which should be included in a training course for teachers of English as a foreign language. Part three contains two chapters devoted to special problems in ELT, and includes a brief discussion on the analysis of the learner's needs in an ESP course. Part four concerns itself with the varieties of English, and argues that the teacher, whether native speaker or otherwise, should be aware of the diversity of the language both socially and geographically so that false notions of 'correctness' are not forced on to the learner. Part five, called 'Some Technical Questions', contains two chapters which could not obviously be fitted in elsewhere in the book. The first discusses the uses of the language laboratory and makes the point that it is only one piece of equipment among many others available to the teacher. He also, sensibly though somewhat unnecessarily, comments that a language laboratory needs a maintenance engineer to hand. Nothing saps the confidence of the teacher as much as a laboratory which is constantly blowing fuses. Finally, Strevens offers a brief chapter on the cost-effectiveness of language teaching, arguing that 'there is much to be investigated in the profession, in terms of wastage'.

A major criticism of the book is that Strevens has too often oversimplified complex issues for the sake of neatness. This is particularly apparent in the opening chapters. Arguing that 'the idea of a single "best" method is intuitively unsatisfactory, that methodologies derived from theoretical linguistics or psychology alone may lead to contradictory classroom instructions, that the learning and teaching of languages is an activity requiring to be analysed in its own terms', Strevens attempts to arrive 'at a position where one can say "In these particular learning/teaching circumstances we may reasonably predict that the most effective kind of learning may be promoted by the following kinds of teaching"'. Such an attempt seems to me to be praiseworthy, but obviously requires a detailed analysis of all the variables which are involved in the LL/LT process. Strevens attempts this in Chapter two, and ends with the flow-chart on the next page as a model of the LL/LT process.

The advantages of such a model are obvious. It presents a complex process in a clear form and, in so far as it is comprehensive, it shows the interrelationship between the various elements involved in the LL/LT situation. Whether it is really useful, however, is open to question, and it may even be positively misleading in that it gives the impression that tinkering at one level will correct faults that may be endemic at another level lower down in the hierarchy. Surely we have to recognise that the whole process takes place in time and involves people; that a clear statement of policy and aims requires time before it can be translated into action in the training of teachers; that at any given time the educational system will contain a large proportion of teachers who were trained to teach syllabuses that have become outmoded and who are resistant to new methodologies or syllabuses to such an extent that no amount of re-training will be effective in changing their attitudes. This is tacitly admitted by Strevens when he states that 'An



era of linguistically-based syllabuses ... has been succeeded by an era of situationally-based syllabuses ... and this may be followed by an era of notional or semantic syllabuses.' The tone of the paragraph implies that changes in syllabus are somehow a natural process which sweeps over the teacher without the intervention of any human agency, and which cannot be predicted in advance. A similar impression is given by a paragraph where Strevens is discussing the quantity of instruction that should be given. He states that 'This is an area where little is known with certainty but where a body of professional belief is growing which can be expressed thus: "Every year of school language teaching beyond three years tends progressively to reduce the learner's eventual achievement, not to improve it." One wants to know where this belief is growing, and why. Treating it as a natural phenomenon is positively misleading; and anyway makes nonsense of the theoretical neatness of his flow chart since it implies that such natural growths may occur anywhere within the system thereby distorting the whole model.

Of course, if we recognise that this is an introductory book, then simplification is perfectly acceptable. But even introductions should contain clearly-defined terms. When Strevens mentions the need for an 'awareness of the moral and "rhetorical" functions of the language teacher: the building of standards, character, enthusiasm', one expects to be told more precisely what he means. Of course, this is a small point, but the constant recurrence of many similar such small points leaves the reader with a feeling of dissatisfaction.

In his chapter on teacher-training, Strevens states that 'the

teacher's command of English [should be] at least adequate for classroom purposes. This ought to be a make-or-break requirement.' This raises interesting problems particularly in the training of non-native speakers for the teaching of ESP. At the moment, most of these teachers have been trained within the context of a general English course. In consequence, they will probably have concentrated on the least marked variety of English, and feel insecure with the registers of different academic disciplines. It would probably be unrealistic to expect English departments to include much 'special English' within their courses, but a strong argument can be made for including detailed courses in the varieties of English. Stevens himself outlines the elements which such courses might contain in two interesting chapters in part four, though he fails to make it clear to what extent the learner's knowledge should be active or passive. My own view is that Gregory's Aspects of Varieties Differentiation, on which Stevens bases most of his discussion, is insufficiently complex to account for the stylistic features which help us to identify particular varieties, and that students should be able to analyse texts according to the more complicated criteria established by Crystal and Davy (whose Investigating English Style is nowhere mentioned). It would, however, be unreasonable to expect them to be able to imitate a wide variety of styles, so passive recognition would have to suffice.

Stevens himself would probably not agree, since in his chapter on ESP he devises 'a summary of communicative purposes as they might be in engineering or technical work, in a factory or similar place of work', including social communication containing such language items as 'Did you see Kojak last night?' In fact, the summary contains a number of communicative purposes together with some of their linguistic realisations which many course designers will find useful. In particular, the section on measurements and quantities should stimulate the imagination of those who have forgotten the many different ways in which we convert mathematical symbols into oral English. When for example, is '1978' 'nineteen seventy-eight', 'one thousand nine hundred and seventy-eight', or 'one nine seven eight'; or when is '12' 'a dozen', and when 'twelve'? On the whole, though, this chapter will contain little new information for most of our readers, largely because it fails to tackle the problem of turning identified communicative purposes into useful teaching materials. Stevens acknowledges this when he writes that 'the chief problem generated by [the communicative needs] approach [is that] when the moment arrives to actually teach the total collection of relevant language, one finds that it covers a very wide range of complexity'. One can only agree.

Finally, then, I must repeat, New Orientations is a disappointment, partly for the reasons I have outlined above, but perhaps particularly because a new book by Peter Stevens promises more than a new book by many other people engaged in the LL/LT process. Unfortunately, the promise has not been kept.

Tony Bex

- c) Sandra Costinett, English for Careers: The Language of Accounting in English (New York, Regents Publishing Company, 1977) pp. vi + 96

Many readers will be familiar with the English for Careers series, which although launched only two or three years ago now contains some twenty-five titles. The books are nicely produced and illustrated, and most of them deal with occupational rather than academic English. The book under review here follows the same pattern as the others in the series and is the same in language level and general approach. This review will attempt to demonstrate that the main value of the series lies in the fact that most of the titles in it deal with subjects for which little or no other ESP teaching material has been published, although, as the foreword to each book justly says, "The career areas that are covered are those in which English is widely used throughout the world."

Each of the eight units has the same pattern: a reading passage of some 1000 - 1500 words, preceded by a glossary of 'special terms' occurring in the passage and questions on them, and followed by a set of comprehension questions and a 'review' section. Each 'special term' (a more or less technical term of accountancy or business) is well explained, but the so-called 'vocabulary practice' which follows consists mainly of questions like this: "What is a liability?" Since 'liability' has been explained on the previous page as "an obligation that is owed by an organization: debts to other organizations for merchandise or services; wages owed to employees; accrued (owed but not yet paid) taxes; and payments due on loans or mortgages", all the student has to do is to read this definition to the teacher or himself, which hardly practises anything except reading.

The reading passages, which form the core of each unit, each deal with some major aspect of accounting, such as book-keeping or budgeting. They assume no previous knowledge of accountancy and in effect introduce the student to the subject. They are clear and comprehensive, and most of them are accompanied by diagrams and examples of such things as balance sheets, which well illustrate points in the text. The style of the passages is more that of a good children's encyclopedia than of a textbook of accountancy, and the structure and length of sentences have been quite carefully controlled. The only sense in which they can be said to teach the language of accounting is that they provide clear and quite interesting contextualization for the technical vocabulary, some of which is explained in the passages as well as in the 'special terms' sections, while a good deal is assumed to be already known (e.g. 'merchandise' and 'mortgage' in the explanation of 'liability' quoted above). The non-specialized vocabulary is not at all controlled, as can also be seen from the explanation of 'liability'. This is to some extent justified by the stated level of the target students: "...these books are intended for a student at the high intermediate or the advanced level. In other words, the student who uses these books should be acquainted with most of the structural patterns of English. His or her principal goals as a learner should be to master vocabulary, to use the various structural patterns in a normal mixture, and to improve his or her overall ability to communicate in English." Much less easy to justify is the failure to

control the cultural content of the passages, which assume a high degree of familiarity with Western, particularly American, ways and institutions. It is hard to see, for example, what point the non-American student will see in the fairly full description of career opportunities in accountancy in the United States which occupies most of the first passage.

The 'discussion' after each text consists of some twenty to thirty open-ended comprehension questions of which the following are typical: "How do bookkeeping procedures in a large organization differ from those in a small one? Are the basic principles the same or different?" These questions are based on the following bit of a passage: "A small business or company may employ only one bookkeeper, who records all the financial data by hand; large organizations may employ many bookkeepers, who use electronic and mechanical equipment for a large part of their work. Each organization has its own bookkeeping requirements, but all systems operate on the same basic principles. The bookkeepers themselves must be accurate, good in math, and meticulous; that is, they must be very careful to record each detail in its proper place." Not only are most of the questions as easy as these (and their answers as obvious), but they can also be mostly answered by simply finding some of the words of the question in the passage and then either parroting the rest of the sentence in the passage or answering 'yes' or 'no': they test only the most simple and superficial level of understanding and are in general based on very clear, straightforward and short bits of text.

The 'Review' sections are the most interesting from the point of view of language work and contain a variety of activities: mainly further work on technical vocabulary, 'information transfer' and other more demanding kinds of comprehension work, and topics for discussion and composition. Most of them seem valuable, but unfortunately they make up only a very small proportion of the book, and they provide only practice and testing of skills which students would have to have learned elsewhere; there is not teaching in them at all.

Altogether, the book presents an interesting, clear and coherent introduction to accountancy for the native speaker or the very competent foreign learner of English. The only linguistic teaching it offers is in connection with the technical terms of business and accountancy, and the only concession it makes to the foreign learner is to simplify the grammatical structure in the reading passages to a level considerably lower than would normally be needed by students who can cope with the non-technical vocabulary. As an ESP textbook The Language of Accounting in English belongs to that first-generation category whose only claim to present 'special' English lay in its concern with technical terminology.

Andreas Lambrou
ELSU



NUCLEUS NEWS!

GENERAL SCIENCE TAPES AND CASSETTES

Muriel Higgins with Martin Bates and Tony Dudley-Evans

Tapes and cassettes to accompany **Nucleus General Science** are now available. The units on the recorded material correspond to those in the **General Science** Students' Book, and for each unit there are drills to consolidate the main language features covered and pieces for listening comprehension. The material is available as a set of three tapes or three cassettes, and there is an accompanying tapescript.

ENGINEERING

Tony Dudley-Evans, Tim Smart and John Wall

Students' Book *Publication June*

Teacher's Notes *Publication December*

NURSING SCIENCE

Rosalie Kerr and Jennifer Smith

Students' Book *Publication March*

Teacher's Notes *Publication July*

Longman English Teaching Services, Longman Group Limited, Burnt Mill, Harlow, Essex CM20 2JE, England.



Longman
English Teaching Services